



SINCE 1973

Secondary School

Essential information for parents

2017/2018

Welcome

Dear parents.

We would like to welcome you and your children to the Morna International College secondary section.

This booklet will guide you through all aspects of school organisation and help you to work with us so that we can optimise the educational experiences that your child receives during their time at our school.

If, at any time, you need further information or guidance, please do not hesitate to contact us.

Location and contact details

Should you wish to contact the college the address is as follows:

Morna International College

Apdo. Correos 333

Ctra San Miguel, Km 3,5

07814 Santa Gertrudis

Ibiza

Baleares

Spain

Tel: +34 971 19 76 72

Fax: +34 971 19 72 51

info@micibiza.com

www.micibiza.com

Individual staff contact details can be found in the staff list at the end of this handbook.

Admission criteria for new pupils.

New students can be admitted into Years 7 to 10 if they fulfil the following criteria:

- Satisfactory reports on academic performance and behaviour from their previous school
- Evidence of sufficient English level, or the ability to catch up with extra support within a reasonable time period.
- Evidence of their ability to adapt to the English curriculum, if not proceeding from an English curriculum school.

The school may choose to carry out entrance tests to confirm the above.

For entry into Years 11, 12 or 13 in addition to the above students must be able to demonstrate:

- (For Year 11): Sufficient academic preparation to be able to adapt to late entry into GCSE courses
- (For Year 12): Minimum 5 GCSE passes (A* to C) and GCSE grade B in subjects they wish to pursue at 'A' level. *If students do not proceed from GCSE courses, the school will administer tests to confirm they have the equivalent level.*
- (For Year 13): Passes at 'AS' level in the subjects they wish to study at 'A' level, *or the equivalent academic level, confirmed by entrance tests.*

Re-admission of existing pupils. Pupils already enrolled in the school are entitled to renew their places for subsequent academic years. However, the school reserves the right to deny renewal in cases of unsatisfactory behaviour records or, in the case of admission into Year 12 and Year 13, unsatisfactory academic performance.

Daily timetable

Lesson times:

Registration	8:45 to 8:50
Lesson 1	8:50 to 9:40
Lesson 2	9:40 to 10:30
Lesson 3	10:30 to 11:20
Morning break	11:20 to 11:40
Lesson 4	11:40 to 12:30
Lesson 5	12:30 to 13:20
Lunch	13:20 to 14:15
Lesson 6	14:15 to 15:05
Lesson 7	15:05 to 15:55

Attendance

Attendance is a crucial element to ensure that students make appropriate progress at Morna International College. The correlation between good attendance and effective progress is a proven factor and to that end parents should try to ensure that their child attends school every day. High levels of attendance will be recognised and rewarded by the school.

Attendance registers are marked at the start of the day. This is done by tutors whom parents should contact if their child is too ill to attend school, if possible indicating when they are expected to return. The school office keeps a record of pupils entering the school premises after registration time and any who are picked up by their parents before the end of the school day.

Parents can view their child's attendance records on the Parent Portal.

If students are due to be absent for a prearranged period, parents should contact the school before the period of absence to seek authorisation and to minimise the impact of the absence on the student. This should be via an e-mail to the form tutor, copied to the Key Stage Pastoral Leader. The school will indicate if the reasons for the absence can be authorised. If parents do not inform the school in advance the absence will be recorded as unauthorised.

If we have not been informed of the absence the school will contact the parents of non-attendees to ascertain why those students are not in school and to ensure they are under parental care.

Entrance-exit procedures

Pupils should arrive at school in sufficient time to arrive in their tutor base by 8:45. This means they should arrive at the gate by 8:40. Students that arrive after 8:45 am, should report to the office where they will sign the late book.

Persistent lateness will be followed up by the form tutor. This action will be supported by the Key Stage Pastoral Leader.

At the end of the day pupils are dismissed from lessons and make their way to the gate where parents can wait for them.

Pupils in the secondary section are not handed over directly from teachers to parents and it is understood that they have the freedom to leave the school premises once the last lesson of the day has finished. If there are special circumstances that require a supervised hand-over, parents should inform the school.

Uniform

Students are required to wear school uniform from **Year 7 to Year 11**.

The uniform consists of the following:

- White Polo Shirt - Short / Long Sleeve with School Logo
- Grey Hoodie Sweatshirt with School Badge
- MIC Red & Grey Baseball Jacket or MIC Blue & Grey Baseball Jacket
- Navy Blue Trousers or Shorts or Skirt
- Navy Blue, Black, White Plain Socks
- Navy Blue, Black or White Shoes, Boots or Trainers

On the days that students have PE lessons or sports events they should bring the school PE uniform to change into.

Students are not allowed to wear to following items of clothing under any circumstances:

- *Jeans of any colour (including black or navy blue)*
- *Sweatshirts, hoodies or jumpers which do not have the school badge*
- *Leggings or Flip flops*
- *Casual or beachwear type Bermuda shorts*
- *Low cut tops or crop/belly tops*
- *Very short mini-skirts or shorts*
- *See-through garments.*

Facial piercing / tattoos / extreme hair colours are also not deemed appropriate.

All school uniform can be purchased at the school office at any time during the year.

If the student arrives at school and is not wearing the correct uniform, they will be sent to reception and may be required to purchase new items of clothing to rectify this. Parents will be charged for this via the school billing system.

In **Year 12 and Year 13** students do not have to wear uniform. However, it is essential that students dress appropriately for the school environment.

The school reserves the right to request that students change into something more suitable if necessary. Students will not be permitted in lessons until their uniform is deemed appropriate by the school.

Educational materials

All students should have the following equipment.

Pens, pencils, ruler, rubber, calculator and a pencil case. It would also be helpful if they had some colouring pencils, glue, a geometry set and scissors. They should carry their homework diary (provided by the school) but they should not have tippex or correcting fluid.

Exercise books and other non-reusable materials are provided by the school. Textbooks, computers and practical resources are available for pupils' use but remain the property of the school.

Property and lost property

Students need to take responsibility for all of their belongings and make sure they look after them. All items of their uniform should be clearly labelled with their name. If students lose items of uniform or the equipment they should check the lost property chest outside reception. The school cannot accept responsibility for item that students lose.

Lunch service

Pupils have the option of using the school lunch service or bringing their own packed lunch from home. The school uses a lunch ticket system and therefore it is possible to opt in or out of school lunch on a daily basis. Lunch tickets can be bought from the school office.

The school does not make arrangements for the storage of packed lunches brought from home, they must be kept in pupils' own bags or lockers. Pupils have access to microwave ovens to heat packed lunches.

Medical attention

The school office staff, and some of the teaching staff, hold first aid qualifications and are able to attend to minor injuries. Pupils are normally attended to in the rest room next to the school office. In cases where further medical attention is considered necessary, the school will attempt to contact parents so that they can take their child to the appropriate medical services. In cases where parents cannot be contacted or are unable to come to the school quickly enough, pupils will be taken by school staff to receive medical attention or emergency services will be called.

School staff will not normally administer medication to pupils. If this is absolutely unavoidable during the school day, parents should contact the office and provide clear, written, instructions.

The school's insurance policy covers medical attention in the case of accidents that take place on the school site or during school excursions.

Use of images.

Photographs of pupils taking part in school events or activities may be published in newsletters, the school website or occasionally in press articles. The school ensures that published images do not include the names of pupils who appear, unless parents have specifically approved this.

Photographs of all pupils are included in the school yearbook, and labelled with first names only

Parents are asked to sign an authorisation form on enrolment agreeing that the school can make responsible use of photographs in which their children may appear. The form includes the option of requesting that their children are not included in any published photographs, or that they are only included in the yearbook.

The school cannot take responsibility for images taken by parents themselves during school events, but we do expect all parents to make responsible use of such images.

Communication with parents

The Morna Parent Portal

All parents are provided with access to a password protected web application

<https://mornaportal.engagehosted.com>

This Portal provides both general information, such as the school events calendar and school handbooks, and personal information such as attendance records, incidents and rewards. Individual academic progress reports are also accessed via the Portal.

Parents can use the messaging facility on the Portal to communicate with teachers or school management.

Communication via e-mail

Communication that is sent out via the Parent Portal generates an e-mail alert so that parents are aware that they have a new message. Direct communication, via e-mail, is also used to distribute letters to parents or to arrange appointments.

Communication via telephone or SMS

If parents need to be contacted urgently, the school will use the contact telephone numbers that are in the database. Therefore, it is important that parents check (via the Parent Portal) that all contact details are correct.

Parents' meetings.

Parents' meetings are organised as follows:

Introductory meetings. These normally take place in September and provide an opportunity to meet form tutors and receive essential information at the start of the academic year.

Parent-Teacher meetings. These take place at the end of the first and second terms, after the publication of reports. They provide an opportunity for parents to have brief meetings with each subject teacher, to discuss progress and receive advice.

Informative meetings. Specific informative meetings are scheduled throughout the year according to need. These include meetings to explain option choices for pupils moving from Year 9 to Year 10 or from Year 11 to Year 12, meetings to explain university application procedures or meetings to inform about school activities such as the annual ski week.

Participation in school events.

Parents are able to participate in, or attend, a number of special events that take place during the school year. These may vary from one year to another but normally include the Autumn fair, the Christmas musical theatre production, Earth day, Science day, Arts day and the end of year prize giving ceremony.

Newsletters and the school website.

School newsletters are published every two months and can be accessed on the Parent Portal.

News items are also published on the school website www.micibiza.com

The role of the form tutor

The form tutor is an important link between the school and your child. The tutor sees your child every day and all information about the students is channelled through the tutor. The tutor is the teacher that knows your child the best and is your first point of contact for all queries regarding attendance, progress or behaviour. They are the person you should contact if your child is unable to attend school. They can be contacted by email (refer to secondary staff list), or via the Parent Portal.

Form tutors also work with the pupils in their tutor group delivering the content of the PSHE (personal, social and health education) programme, and on preparing their contributions to cross-curricular activities and school events

Curriculum overview

Students in the secondary school follow the English National Curriculum in Years 7 to 9. They prepare for International General Certificate of Education (IGCSE) qualifications in Years 10 and 11 and finally for General Certificate of Education Advanced level ('A' level) qualifications in Years 12 and 13.

Alongside the English curriculum, all students follow Spanish language courses. Students with Spanish nationality follow the official programme for Spain, covering Spanish and Catalan languages and Spanish culture.

The distribution of subjects and weekly teaching hours is as follows:

Years 7, 8 and 9 (Key Stage 3)

English Language and Literature (5 lessons), Mathematics (5 lessons), Spanish Language, Literature and Culture including Catalan for students with Spanish nationality (5 lessons) Science (4 lessons), German language (2 lessons), History and Geography (4 lessons), Music (2 lessons), Art (1 lesson), Design Technology (1 lesson) Physical Education (1 lesson), Drama (1 lesson), Computing (1 lesson), Personal Social and Health Education (2 lessons)

Years 10 and 11 (Key Stage 4)

Obligatory subjects:

English Language (4 lessons), Mathematics (4 lessons), Co-ordinated Sciences double award (6 lessons), Spanish Language and Literature (3 lessons), Physical Education (2 lessons), Personal Social and Health Education (1 lesson).

Optional courses:

(3 lessons each option)

English Literature, German Language, Business Studies, Art and Design, Information Technology, Photography, Music, Global Perspectives, Geography, History, Further Mathematics, Further Science for triple award, Catalan and Spanish Culture (obligatory for Spanish students).

Students choose between three and five options. Those that choose less than five receive reinforcement classes in key skills (English and Mathematics).

Years 12 and 13 (Key Stage 5)

Obligatory subjects:

Critical Thinking *in Year 12* (1 lesson), Physical Education (1 lesson), Personal Social and Health Education (1 lesson).

Optional courses (all major subjects are optional in Key Stage 5)

(6 lessons each option)

Mathematics, Physics, Chemistry, Biology, Economics or Business, Computing, Music Technology, Art and Design, Photography, English Literature, English Language, Spanish Language, German Language.

Students normally choose three or four options.

Curriculum summaries and references to external examination syllabuses are published in the corresponding key stage and course option guides. These can be consulted via the Parent Portal.

Homework

Pupils in the secondary section are expected to carry out a daily homework session. Homework tasks may serve to consolidate understanding of concepts taught in school or they may be research and preparation tasks for forthcoming topics or completion of project work. A homework timetable is established at the start of each year to ensure that the tasks are evenly spread throughout the week. As a general guide, time spent on homework should average about 60min each day although in practice may vary between 30min and 90min.

Pupils are issued with a school diary which they should use to keep a record of homework set.

Evaluation and reports

Parents receive written progress reports close to the end of each term. All reports provide an attainment indicator (grade) for each subject along with an indicator for attitude and effort (behaviour for learning). The first and second term reports include comments and suggestions from each subject teacher and the form tutor. The final report contains the summary grades and a summary comment from the form tutor.

The grading scales for reports are as follows:

Attainment in Years 7 to 9: A scale from A to E is used to indicate attainment in each subject. Parents are provided with a guide to indicate how each grade relates to the English National Curriculum attainment levels.

Attainment in Years 10 and 11: A scale indicating the potential final grade in external GCSE examinations (range from A* to G).

Attainment in Years 12 and 13: A scale indicating the potential final grade in external 'A' level or 'AS' examinations (range from A* to E).

Behaviour for learning in all year groups: A scale from five stars (*****) to one star (*), where five represents outstanding effort and attitude while one signifies an unacceptably poor attitude.

Parents can access reports as soon as they are published via the Parent Portal.

External measures of attainment:

The school uses diagnostic testing (CEM Yellis) at the end of Key Stage 3 to measure pupils' attainment in English, mathematics and general aptitude. This gives standardised scores so that their attainment can be compared with all students of their age following the English education system.

All final attainment grades in Years 11, 12 and 13 depend on formal external assessments leading to GCSE, 'AS' and 'A' level qualifications. This assessment and the corresponding qualifications are provided by Edexcel and Cambridge International Examinations (CIE). The school is a recognised examination centre for these and therefore pupils take the examinations on the school site although they are sent to the UK to be corrected.

Excursions

Excursions may range be organised locally, within normal school hours or may involve additional time including overnight stays. Letters are sent to parents announcing planned excursions, usually several weeks in advance and these also appear on the events calendar in the Parent Portal.

Parents are asked to sign a generic authorisation form for off-site activities at the start of the academic year. However, they may still opt in, or out, of individual excursions when details of these are circulated.

Additional payments for excursions are included directly in monthly billing.

Rules and expectations (Behaviour for learning)

Behaviour for learning at Morna International College is based on the principle that every pupil has the right to learn in a safe, calm, respectful and engaging environment.

All pupils have a choice in how they behave and they must take responsibility for their actions.

The essential rules on which the school bases its expectations are as follows:

Good effort and attitude to learning: Pupils are expected to listen attentively in all lessons, work to the best of their ability and take full advantage of learning opportunities. They are also expected to complete homework on time and to the best of their ability.

Respect for people: Pupils are expected to treat all members of the school community (school staff, other pupils and parents) with respect at all times. They are expected to be helpful and are entitled to be helped when necessary. They should accept and follow instructions given to them by members of staff.

Respect for property and the environment: Pupils are expected to respect and not damage school buildings and property. They should respect other people's property and never take anything that does not belong to them. They should look after the environment and in particular should not leave litter around the school.

Attendance: Pupils are expected to attend school unless there are justifiable reasons for not doing so, such as illness. Parents should provide written justification for all absences. Pupils should be prepared to carry out extra tasks to catch up on work missed during absences. Pupils may not leave the school premises during the school day without permission.

Punctuality: Pupils are expected to arrive at school before the start of the morning registration period. They are expected to be punctual throughout the day when moving from class to class. Late arrivals should be justified by parents in the same way as absences

Uniform: Pupils should always wear the correct school uniform or, in the case of Years 12 and 13, comply with dress code expectations. If pupils are not wearing correct uniform, they may be required to contact their parents or purchase new uniform items from the school office.

Keeping the school safe: Pupils are expected to accept all the school rules that are in place to guarantee a safe environment. This includes not using mobile phones (refer to mobile phone policy) during the school day, and not bringing certain items into school, such as weapons, alcohol or drugs. In this latter case, pupils who do not comply are likely to lose their right to a place at the school.

Being good school "ambassadors": Pupils are not only expected to follow the rules while in school but also to encourage others to comply with them. If they are off school site during the school day, all the same rules continue to apply. The school reserves the right to sanction pupils whose behaviour off site outside of school hours is inadequate, in situations where they can be associated with the school (for example they are wearing school uniform). If pupils are involved in any illegal activity off site, they may be considered unsuitable as members of our school community and their places withdrawn.

Mobile phone and laptop policy

Students are not allowed to use mobile phones while on the school site. If students wish to bring a device to school, they must be turned off and put away (in the student's bag) before the student enters the school site.

Students are also not allowed to use their own personal computers while on the school site. There are 2 exceptions to this rule,

- 1) Students who have specific SEN which has identified that the use of a laptop is of benefit to the individual in class only. (This must be tested and results agreed through the SEN Department)
- 2) Students who have been asked to complete a specific piece of work by a teacher. This work can only be done in this particular lesson. The laptop must not be used in any other lesson, or anywhere else on the school site.

As with mobile phones, laptops must be turned off and put away (in the student's bag) before the student enter the school site.

If pupils do not comply with this policy, the school reserves the right to confiscate mobile phones and other devices, such as laptops, if they are seen or heard at any time on the school site. Confiscation is for a period of 24 hours if it is the first offence (parents need to sign to collect phone at 4pm), one week if it is the second offence and one term if it is the third offence.

Sanctions

If pupils fail to meet the behaviour for learning expectations in lessons the normal procedure is as follows:

They will be given a verbal warning

They will receive a second warning and have their name written on the board.

A further warning will lead to a **yellow card**.

More serious incidents or disruption will lead to a **red card**.

Yellow card: This implies a sanction which is loss of free time, during a break or lunch time. Parents will be advised of the incident. Students will be instantly placed on a "Yellow Report Card", which means close monitoring of their behaviour for a period of time, usually a week.

Red card: This implies a sanction which is withdrawal from normal lessons and being required to work in isolation during one school day. Parents will always be contacted to discuss the behaviour issue that led to the red card being issued. As with the yellow card procedure, students will be instantly placed on a "Red Report Card" for a period of time, usually a two weeks.

Negative behaviour incidents and the corresponding "de-merit" points are recorded by teaching staff on the school platform (Engage). These can be viewed by parents via the Parent Portal.

The school makes use of the following sanctions, depending on the circumstances. Decisions are made on a case by case basis, taking into account the individual pupil and the measures which are likely to be most effective.

Counselling: Quite often, in the first instance, problems are dealt with directly by a brief reminder or a longer conversation discussing the reasons why certain behaviour is unacceptable.

Loss of free time: This is the most frequently used sanction and consists of pupils losing part or all their break or lunchtime. It is normally accompanied by some task which may be written work (e.g. copying the school rules) or a 'social service' type assignment such as collecting litter or tidying the classroom.

After hours detention: For repeated or less trivial offences, a school detention may be imposed. In the Secondary section this consists in the pupil staying at school from 15:55 to 16:55, with a work assignment. In these cases, the school will send a letter to parents giving at least 24hrs notice and explaining the reason for the sanction.

Use of a report card: Use of a daily report is made to follow up after more serious incidents, that are classed as Yellow or Red Cards, or in cases of a persistent misbehaviour or work/effort problems. The daily report allows a period of very close monitoring and specific 'targets' for improvement in work or behaviour can be established in advance. Tutors review the comments on the report form each day and give encouragement when improvement has been made.

The completed report forms also provide useful information for follow up meetings with parents.

Suspensions: In cases of more serious or repeated offences pupils may be suspended for a specified period of time, either within school, by isolating a pupil from the rest of their class with academic work being provided, or out of school.

Behaviour contract and withdrawal of pupil from the school: In cases of very serious offences or repeated offences with no positive response to other measures, the school may issue a final written warning and require the pupil to sign a behaviour contract which states that any further breaking of school rules will result in the pupil's place in the school being withdrawn. In extreme cases, such as acts of violence, serious theft or distribution of illegal substances, this withdrawal may be with immediate effect.

Incentives and rewards.

Praise and encouragement are a vital element in achieving and maintaining motivation, progress and discipline and merits are the most important strand of the behaviour for learning policy. It is important we recognise and celebrate the positive attitudes and behaviours that our pupils exhibit.

Positive feedback can be given in many ways including verbal comments, written comments, treats and prizes, smiley faces stickers, merits, informing tutor, parents senior staff, letters home certificates, inclusion in the school newsletter, mention in assemblies etc.

Pupils who behaviour is consistently at the level we expect or above the normal are rewarded by merits. This is also the case for classwork homework effort in class.

Merit points are issued by any staff member and are recorded on the school platform (Engage). Parents can view this on the Parent Portal. These merits count towards rewards throughout the year. Students with high numbers of merits will be recognised in key stage assemblies and will be awarded certificates for these.

There are specific rewards for students with the most merits at the end of the year.

The house system.

The house system is used to produce an element of competition between the students and to help build links between year groups. Students in the secondary school remain in the house to which they were allocated in primary school or are allocated to a house as they arrive at the school. The three houses are **Tagomago, Es Palmador** and **Conejera**, named after small islands off the coast of Ibiza.

Students will compete for their house in events throughout the year including quizzes and sporting events.

The Student Council

The student council consists of representatives from each tutor group who are elected by the pupils themselves. It is led by the "head girl" and "head boy" who are chosen by the school from students in Years 12 or 13.

They may hold meetings as often as they consider necessary.

The council meets approximately twice each term with the Head of School or Head of Secondary and the Key Stage Pastoral Leaders, to offer suggestions from the student body, or to discuss any concerns they may have. The student council take an active role in the organisation of some special events and in liaising with some external organisations such as charities that the school has links with.

Staff list-organigram

Senior management team:

Adrian Massam	Head of School	head@micibiza.com
Matt Sheppard	Head of Secondary School	matt.sheppard@micibiza.com
Malcolm Croad	Administrative Leader (timetables etc)	malcolm@micibiza.com

Other management roles:

Shelley Taylor	Key Stage 5 Leader.	shelley@micibiza.com
Jamie Josephs	Key Stage 4 Pastoral Leader	Jamie@micibiza.com
Kim Clifton	Key Stage 3 Pastoral Leader	kim@micibiza.com
Cormac McGleenon	Examinations Officer & Assessment Leader	cormac@micibiza.com
Jorge Arguelles	Spanish system liaison ("Director Técnico")	jorge@micibiza.com

Form tutors:

Year 7	Leon Bowes-Smith	leon@micibiza.com
	Carly Payne	carly@micibiza.com
	Claire Watts	clairew@micibiza.com
Year 8	Yanni Gatibelza	yanni@micibiza.com
	Dan Mann	daniel@micibiza.com
	Mark Rainey	johnm@micibiza.com
Year 9	Ruth Delafond	ruth@micibiza.com
	Freddie Taylor	freddie@micibiza.com

Year 10	Sarah Binnie	sarahb@micibiza.com
	Catherine Ware	catherine@micibiza.com
Year 11	John Meyer	paul@micibiza.com
	Di Shepherd	di@micibiza.com
Year 12	Michael Hemsley	michaelh@micibiza.com
Year 13	Shelley Taylor	shelley@micibiza.com

Subject teachers:

English Language and Literature	Shelley Taylor (subject leader) Hannah Thomas Sarah Binnie
Mathematics.	Malcolm Ward (subject leader) Mark Rainey Catherine Ware Malcolm Croad Adrian Massam
Languages (Spanish, Catalan and German)	Cornelia Rathgeb (subject leader) Jorge Arguelles Jane Bergman Marisa Hidalgo Noelia Marí Beatriz Pachon Irene Adrián Beatriz Garcia (learning support)
Sciences	Diane Shepherd (subject leader) Michael Hemsley Colin Phillips Daniel Mann (technical support)
Humanities	Jamie Josephs Carly Payne John Meyer
Physical Education	Mary Atucha (subject leader) Leon Bowes-Smith Matt Sheppard
Information Technology	Cormac McGleenon (subject leader)
Art, Photography and Design Technology	Yanni Gatibelza (subject leader) Ruth Delafond
Music and Music Technology	Freddie Taylor (subject leader)
Educational support	Dierdre Kelly (SENCO) Kim Clifton (TEFL) Emma Crane Catherine Meyer